

Stay and stray

Purpose

A technique for participants to share a variety of conversations on a focus issue in a structured and efficient way. The purpose is to enhance understanding of a topic or an issue through talking with others who have had a shared experience.

Process

- Pre-determine the focus of the conversations and the number required.
- Divide the participants into groups of three. Assign the numbers 1, 2 or 3 to each group participant.
- Form a large circle with the groups in small circles.
- Invite each group to discuss the given topic for a designated time. Once the time has elapsed two participants from each group move on to another group.
- After a designated time new groups are formed by person 1 moving clockwise to the next group, person 2 staying in the same place and person 3 moving anticlockwise. (Alternatively, for smaller numbers of participants, the groups can be pairs. One person stays put and the other person moves in a clockwise direction.)
- The newly formed groups discuss the given topic.
- Repeat the process a number of times.



Product

The product from the various conversations is a much deeper understanding from shared ideas than any one group or individual could generate alone.

Stay and stray (cont)

PrimaryConnections example

Process example: Application of the 5Es to a science concept

After viewing a particular science phenomenon (on the Science Background CD), for example, the Moon revolving around the Earth, the participants form sub-groups of three and hold conversations about the following:

| | |
|------------------------|---|
| Conversation 1: | How might you <i>Explore</i> this phenomenon with students? What hands-on activities could you employ? |
| Conversation 2: | What science <i>Explanations</i> and vocabulary need to be developed? What might you need to find out to support students with accurate science explanations? How might students represent their understanding? |
| Conversation 3: | What science investigation/s could be conducted at the <i>Elaborate</i> phase? How could this knowledge be applied and represented in a new context? |
| Conversation 4: | What evidence do you require to <i>Evaluate</i> the learning? How might students represent their understanding? What sorts of evaluation activities could be used? |

Reference

Country Area Program, NSW Department of Education and Training.
See www.cap.nsw.edu.au/QI/TOOLS/stuv/stayandstray.htm